

## **IDEA** Implementation

IDEA, (PL 108-446) is a federal law, with state education agency oversight, that supports the provision of public education for all children - regardless of the nature or severity of their disability.

Part B of IDEA mandates the education of children, 3-21 years old, who have a disability that interferes with their educational performance and their ability to benefit from their education program. The law guarantees provision of special education and related services, as necessary, to meet the unique needs of each child.

IDEA defines the components of the process, including referral, evaluation, eligibility determination for special education, creation of measurable goals, and identification of services needed to meet a student's goal.



### Occupational Therapy in Frederick County

Frederick County School Based Occupational Therapists are licensed by the State of Maryland. In Frederick County therapists are hired by the Frederick County Developmental Center, a division of the Frederick County Health Department

### **IDEA RESOURCES**

Occupational Therapy Services for Children and Youth under The Individuals with Disabilities Education Act, Second Edition The American Occupational Therapy Association, Inc. 1999 IDEA practices at www.ideapractices.org

American Occupational Therapy Association www.aota.org

Office of Special Education Programs at www.ed.gov/offices/OSERS/OSEP

To learn more about School-Based OT Services within Frederick County Public School System contact your local school or call Frederick County Developmental Center.

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# Ccupational Therapy in

Educational Settings
Under the Individuals
with Disabilities
Education Act



# Occupational Therapy (OT) for School-Aged Children

Occupational Therapy is one of the related services under Part B of IDEA that may be provided to support a student's Individualized Education Program.

### Role of the School-based Occupational Therapist

School-based OTs work collaboratively with the student's IEP team and participate in evaluation, program, planning, intervention, and monitoring the outcome of the intervention.

School-based OTs assess the fine motor, visual motor, sensory motor, and self-care skills of students with disabilities. OTs may evaluate the use of classroom tools and visual responses to the classroom sensory environment.

School-based OTs help define student strengths and needs and their impact on school performance. Interventions may or may not be provided directly with the student. Collaborating with school staff to modify both the student's environment and their daily school activities is always a part of school therapy.

**School-based OTs** help train school staff on ways to incorporate interventions and practice of motor skills into the classroom schedule.

### Occupational Therapy Service Delivery

If OT is written into the IEP, services may be provided in multiple environments including the classroom, cafeteria, hallway, computer lab or gymnasium.

Occupational Therapy is delivered in such a way that allows the student to continue his/her daily education schedule, with the least amount of interruption possible, and the least amount of attention directed toward his/her disability.

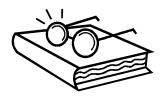


### Dismissal from School Therapy

The decision to discontinue therapy is made by the IEP team. This may occur when the student is no longer eligible for special education; when other members of the IEP team can provide necessary interventions; or when the student can perform school tasks without therapeutic intervention.

### Occupational Therapy Services under 504

OT Services under Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on a disability for any program receiving federal funds. Students with disabilities who do not qualify for services under IDEA may qualify under Section 504. OTs may be part of the team that determines student's eligibility under 504 and assist in the development of the 504 Plan to help assure access to the school program.



# <u>Limitations of School-based</u> <u>Occupational Therapy Services</u>

Related services are provided only if required to help a child with a disability to benefit from his/her special education program. A medical diagnosis or motor delay confirmed by evaluation results do not automatically indicate a need for school therapy. There must also be an adverse impact on the student's performance or access to their education. School-based OT is not intended to replace clinic-based OT. Related services will be provided only when identified problem areas directly affect educational performance that cannot be addressed appropriately by the school staff.